THE CONTENT VALIDITY OF THE SUMMATIVE TEST ITEMSOF ENGLISH FOR THE TENTH GRADERS OF SMA NEGERI 1 MAGELANG IN THE SCHOOL YEAR 2015/2016

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Abstract

Language testing is a kind of process to measure the competence or the achievement of the students in language, in this case English. Creating a set of test is not as simple as it seems; there must be many qualifications or requirements to consider to make a good test with good quality for the students. The objectives of this research are to know whether the English summative test for the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016 has good validity and represent the basic competence proportionally or not. The writer conducted the research by collecting the data. The writer took the question sheet of English first semester test as the subject of this study. The writer also took the English syllabus to analyze the test items. Then, the writer retyped the data and compared it with the syllabus. After that, the writer analyzed the test items one by one. Besides, the writer also counted the percentage of the conformity and unconformity of the test items to know the quality of the content validity of the test items. After analyzing the data, the writer finds that there are thirty-two items which conform to the syllabus and three items do not conform to the syllabus. Meaning that the English summative test has good content validity with the percentage 91.42%. But the representation of the basic competences do not proportional yet, because there is a basic competence which dominated the test items.

Keywords – Language Testing, Content Validity, Summative Test

Introduction

Language testing is a kind of process to measure the competence or the achievement of the students in language. Creating a set of test is not as simple as it seems; there must be many qualifications or requirements to consider to make a good test with good quality for the students. It is not easy for a teacher to make a test.

One of the most important aspects of teaching and learning process is evaluation. Through evaluation, teachers can find out the effectiveness or the ineffectiveness of a method and cuniculum, and also the students' achievement in mastering the lesson. It is considered that you cannot separate teaching and testing. In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make it because there are some characteristics of a good test including, validity, reliability, objectivity, and practicality. Validity is the most important aspect in a test evaluation. The concept refers to the appropriateness, meaning, and usefulness of the specific inferences made from the score. The former types of validity (content, related criterion, and construct) are simply considered to be convenient categories for accumulating evidence to support the validity of an interpretation.

Content validity is the most often addressed in the academic and vocational testing where test items need to reflect the knowledge actually required for a given topic area. In SMA Negeri I

Magelang, an English summative test is settled as one of the most important aspects that can be used as the instrument of evaluation to measure the students ability whether they have achieved the learning target or not.

Based on the writer's observation, there are some problems related to the test which is given by the teacher. Some students complain about the material which is given by the teacher in the learning process but some of the material did not include in the test.

Besides, in writing or typing the test, the teacher often does mistyping or technical error which will cause some mistakes on the layout of the test. Those problems will give bad impact for the students' achievement in the test.

The objectives of this study are:

l . To know whether the English Summative test used for the tenth grade students at SMA Negeri 1 Magelang has good content validity.

2. To know whether the items of the English Summative test used for the tenth grade students at SMA Negeri I Magelang represent basic competence proportionally.

There are some motivation definitions purposed by some expert. Linn and Gronlund (1995) states that a test is a particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students. Penny Ur (1996) states that "Tests are used as a means to motivate students to learn or review specific material." It means test is a kind of motivation of the students in learning or reviewing material in their school.

Based on the definitions above, the researcher concludes that the test is the particular types of assessment to reinforce learning and to motivate students by giving a task or a set of tasks. Through the test, the teacher do not only measure and motivate the students' ability but also improve the lesson in teaching learning process. In order to make a proper decision, the teacher needs accurate data and to gain data, so a good instrument is needed.

The principal validity for achievement tests is content validity, sometimes called content relevance. Content validity talks about content of test. Wiersma (1990) states, "Content validity is concerned with the extent to which the test is representative of a defined body of content consisting of topics and processes."

Therefore, the test should reflect instructional objectives or subject matters. But it is not expected that every knowledge or skills will always appear in the test; there may simply be too many things for all of them to appear in a single test.

According to Hughes' statement (2003), a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. Other statement came from Palmer (1981), "Content validity is the process of investigating whether the selection of tasks one observes in a test taking situation is representative of the large set (universe) of tasks of which the test is assumed to be a sample. Harrison (1983) says that content validity is concerned with what goes into the test. The content of a test should be decided by considering the purposes of the assessment, and then draw up a list known as a content specification. The content specification is important because it ensure as far as possible that the test reflects all the areas to be assessed in suitable proportions and also because it represents a balanced sample, without bias towards the kinds of items which are easiest to write or towards the test material which happens to be available.

Basically, then, content validity is considered with how well the sample of test tasks represent the domain of task to be measured. Content validity is also called curricular validity, because materials that will be tasted are based on curriculum. So, the way to know the content validity is by looking the objective of curriculum and the material of the test. The measurement of content validity is important in employment setting, where tests used to hire and promote people are carefully scrutinized for their relevance to the job. So the test makers must be carefully in make a test to be good test based on the syllabus.

Based on Badan Standar Nasional Pendidikan, a syllabus is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to schools' vision, situation, and mission. It relates to an operational curriculum of 2013 which gives school an authority for developing the syllabus.

The Government also states that syllabus is a set of plan which covers standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media. Therefore, a syllabus is a plan or a reference that used by teachers in leading a teaching-learning process of a program and it includes eight elements, such as standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media.

Some researches have engaged validity before. Noviyanti (student of Tarbiyah Faculty of UIN Syarif Hidayatullah Jakarta- An analysis on the Validity of the Summative test for the first

year students of Junior High School (A case study of SMP N 87 Jakarta). The writer noted that the Summative test commonly prefers validity, since it has a very significance influence to the students' achievement.

Siddiek (student of Shaqra University) (2010) - The Impact of Test Content Validity on Language Teaching and Learning. The result of this research is it is not difficult to teach a unit or course to the students, but it is important to know how successful that teaching is.

Dunsmuir (2013) — An evaluation of the Writing Assessment Measure (WAM) for children 's narrative writing. This research focus on the children narrative writing and using a technique of measure called WAM.

There are some differences on this research with the previous researches above. The research of Noviyanti analyze the validity in general with the subject was taken from Junior High School, while this research just focus on the content validity with the subject was taken from Senior High School. Then, the research of Siddiek focus on the impact of the content validity on language teaching and learning while this research focus on the quality of the content validity itself. Last, the research of Dunsmuir evaluate a kind of technique in writing skill in all aspect, it is more complex compared to this research.

Methodology

This research belongs to qualitative research. It is classified into evaluation research, employing comparative analytic method.

The setting of this research is in SMA Negeri I Magelang which is located at Cepaka Street 1, Magelang. The school uses Curriculum of 2013 (Kurikulum 2013) which is supported by professional teachers and many facilities.

The subject of this research is the English final examination (UAS Semester 1) of the tenth graders of SMA Negeri I Magelang in the school year 2015/2016. Which was held on December I st, 2015.

Since the data of this research is a kind of written form, then the unit of analysis of this research is sentences which are printed on the question sheet of English final examination.

The techniques of collecting data which were used in this research are test and non-test and to analyze the data, the researcher used triangulation which consists of data reduction, data display, and conclusion drawing and verification.

The writer analyzed the data by justifying the result of the data analysis to the Arikunto's theory (1995) of content validity . The procedures of the data analysis were:

1) The writer typed the data based on the original questions sheet.

2) The writer compared the test items to the syllabus.

3) The writer counted the percentage of the test items which are conform and unconform to the syllabus using the formula adopted from Arikunto's opinion as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of conformity/unconformity

N = Number of sample

It is used to see how many percent of the test covers the instructions of the curriculum. The test items are studied in terms of their conformity to curriculum. Therefore, the writer also compared the percentage with the classifications as follows:

76-100% — - Good

56-75% = Sufficient

40-55% = Insufficient

<40% = Bad

4) The writer analyzed the test items of the data

Finding(s) and Discussion

The data that the writer used in this study is the English First Semester Test 2015/2016 for the tenth graders of SMA Negeri 1 Magelang. The total number of the test is 35 items which consist of 30 multiple choices and 5 essay test items. The test was held on Tuesday, December 1st, 2015 with the time allotment 90 minutes, start at 07.30 a.m untill 09.00 a.m.

Having investigated the summative test items, the writer finds that there are 32 test items which conform to the English syllabus, so the percentage as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of conformity

N = Number of sample

$$P = \frac{32}{35} \times 100\%$$

P = 91.42%

On the other hand, the writer found that there are 3 test items which unconform to the English syllabus of the odd semester. The percentage of it as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of conformity

N = Number of sample

$$P = \frac{3}{35} \times 100\%$$

P = 8.58%

The conformity of summative test with the English syllabus is 91.42 % consist of 32 items. The percentage obviously falls into the level of 76 — 100 %, based on Arikunto's opinion, it means good. Then, the unconformity between test items and English syllabus is 8.58 % consist of 3 items. So, after knowing the the percentage or the result, it can be stated that the summative test items of English for the tenth graders of SMA Negeri 1 Magelang has good content validity.

The representation of the basic competence is also important in designing the test items. Although, the content validity has reached good result, there was basic competence which dominated the test items. The writer can see that the basic competence of Recount text represented 14 items number of multiple choices and 4 items number of essay

Conclusion(s)

According to the formulation of the problems which had been explained in the previous chapter, the writer summed up the conclusions as follows:

l. The English summative test used for the tenth grade students at SMA Negeri 1 Magelang has good content validity. The test items that represent the suggested basic competence in the syllabus are 32 items consist of 27 items of multiple choices and 5 items of essay with the percentage of the conformity of the test items to the syllabus is 91.42%. So, based on

Arikunto's opinion, it means good, because the percentage falls into the level of 76100%. On the other hand, the unconformity items are 3 items or 8.58%.

2. The items of the English Summative test used for the tenth grade students at SMA Negeri I Magelang does not represent basic competence proportionally. It can be seen from the total items for each basic competence, where there is basic competence which dominate the test items. The writer can see that the basic competence of Recount text represented 14 items number of multiple choices and 4 number of essay. Ideally, it will be proportional if every basic competence represented equally in the number of the items.

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